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ABSTRACT

This publication provides information about the law and about law-related education. The Fall 2003 issue contains information about the following events and projects: "Youth and Police Trainings"; "Youth for Justice Teach-In"; "Lawyers in the Classroom"; "Project Citizen"; "Equal Justice under Law"; "D.E.E.P."; "Illinois Youth Summit"; "Chicago History Project"; "Civic Innovation Project"; "2003 Illinois LRE Conference"; and "CRFC Calendar". (BT)

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The Legal Circle: Educating for Democracy, Fall 2003.

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THE LEGAL CIRCLE
Educating for Democracy
Constitutional Rights Foundation Chicago — Fall 2003

Students Balance Safety and Freedom After 9-11 at Illinois Youth Summit

On May 1, delegates representing 1,300 students at 20 Illinois high schools convened at the Dirksen Federal Building in Chicago for the 9th Annual Illinois Youth Summit. The students debated creating a federal database, expanding search and seizure powers of the FBI, and torturing suspected terrorists.

Each year, the Summit focuses on issues of violence affecting youth that students select themselves. With the ongoing response to terrorism, students selected issues related to the balance of freedom and safety. "The Summit participants thoughtfully identified key issues and policies, discussed them with great sophistication and knowledge, and came up with terrific insights on the manner in which these issues impact our lives," said CRFC Board member Bill Von Hoene.

Students also conducted a survey and community service projects addressing these issues. Student delegates then shared their viewpoints and experiences with policymakers in Chicago and Washington, D.C. on May 1. "I was challenged and energized by the thoughtful questions of the students who participated in the Illinois Youth Summit. I was especially impressed by their level of knowledge and interest in government and public policy," said Congresswoman Jan Schakowsky. "I applaud CRFC for developing an exceptional curriculum that will help today's students grow to become tomorrow's leaders."

"... I was impressed with the many students who participated in the Illinois Youth Summit and found this year's discussion of policies at the heart of the 'war on terror' to be especially worthwhile."
- U.S. Senator Richard Durbin

"The Illinois Youth Summit teaches Illinois students about the importance of serving their communities and nation as active, responsible citizens," said

Students Phil Williams (Streamwood) and Bryan Falota (Mundelein) talk with policymakers via satellite about the Total Information Awareness (TIA) project at the Summit.

panelist Maggie Hickey, Chief of Staff for U.S. Senator Peter Fitzgerald. "Each year I am impressed by the comprehension and analytical prowess of participants when we discuss complex social issues. I've already cleared my calendar for next year's event."

For their service project, students from Senn High School in Chicago videotaped public service announcements about the Summit issues for their school and community. Stevenson High School students in Lincolnshire

(Youth Summit continued on page 9)

Justice Stevens to Receive 2003 Bill of Rights in Action Award

CRFC will celebrate the 216th anniversary of the United States Constitution by honoring U. S. Supreme Court Justice John Paul Stevens at the annual Bill of Rights in Action Awards Benefit on Wednesday, September 17 from 5:30 - 7:30 p.m. at the Union League Club of Chicago.

Justice John Paul Stevens.

Each year, CRFC presents the award to honor those individuals and organizations who, through their professional and community endeavors, provide exemplary models of citizenship for our nation's youth. "No one could be more deserving of this award than John Paul Stevens," said CRFC Board of Directors Chair Jeffrey D. Colman. "For more than 50 years as a lawyer, leader of the Bar, Judge of the U.S. Court of Appeals for the Seventh Circuit, and Justice of the U.S. Supreme Court, Justice Stevens has tirelessly promoted and defended the precious rights enshrined in our Constitution. It is our great honor to recognize him for a lifetime of devotion to the rights and responsibilities incorporated in our Constitutional guarantees."

Individual tickets for the Benefit are $75, and contributions are accepted at a variety of levels. Contact Margie Chan at (312) 663-9057 or chan@crfc.org.

In This Issue

Youth & Police Trainings	3
Youth For Justice Teach-In	3
Lawyers in the Classroom	4
Project Citizen	5
Equal Justice Under Law	8
D.E.E.P.	8
Illinois Youth Summit	9
Chicago History Project	10
Civic Innovation Project	10
2003 Illinois LRE Conference	11
CRFC Calendar	12

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From the Executive Director

We should all be grateful to The Center for Information and Research on Civic Learning and Engagement (CIRCLE) and the Carnegie Corporation of New York for *The Civic Mission of Schools*, a report issued last February and now available at www.civicmissionofschools.org.

Prepared by experts from a variety of disciplines with diverse political views and grounded within a large body of research, the report offers a common definition of the role of the citizen in our democracy. Competent and responsible citizens are informed and thoughtful; participate in and/or contribute to organizations that address a variety of cultural, social, political, and religious interests and beliefs; act politically to accomplish public purposes; have concern for the rights and welfare of others and believe that they can make a difference. This description correlates strongly to what CRFC has taught for nearly three decades.

No less important is the recognition by these experts of the central place of schools in preparing young people for citizenship. The report offers six promising approaches for school to help develop competent and responsible citizens. It validates the efforts of thousands of LRE teachers in Illinois and across the country.

The report, however, is unlikely to catch the attention of our nation's schools. Schools, teachers, administrators, and students are under great pressure to improve reading and math scores on standardized tests in the midst of enormous budget constraints. These are essential areas for students to master, but so is civic competency.

This is one reason why the work of CRFC – in coordination with teachers, attorneys, judges, police officers, and students – is so important. This newsletter details our efforts to provide just such resources and activities for young people. The high school Youth Summit students grappled with very daunting public issues this spring. Elementary students in Educating for Democracy also thought critically and acted responsibly through Project Citizen, VOICE, and Primary VOICE. As the Chicago History Project, the National Youth for Justice Teach-In, Youth Courts, and the new Equal Justice Under Law conference demonstrate, CRFC remains committed to helping schools teach young people about democracy.

This September, America will mark two anniversaries. The first – September 11 – needs no explanation. The second, however, is often overlooked. September 17 will mark the 216th anniversary of the signing of the United States Constitution. Like us, the Framers faced crucial choices – about freedom and power, about justice, about the rights of the individual and the needs of the community.

Will we just commemorate these events or use them to rededicate ourselves to the principles in the U.S. Constitution? Our choices will define the future of our democratic government.

Carolyn Pereira

As this newsletter was going to press, Morton Barnard died on July 24 at the age of 98. Eleanor Barnard has served on our Board of Directors almost since the inception of CRFC, and the two of them have been unstinting supporters in the work of educating for democracy. Morton served his country well as a military officer, attorney, husband, father, and philanthropist. We were lucky to have him. He will be missed.

CRF, Street Law to Offer Youth & Police Trainings

Police officers at the Chicago Police Academy engage students at Barry Elementary School in interactive lessons about law enforcement using CRFC's VOICE curriculum.

As part of this year's Youth for Justice work plan, the Constitutional Rights Foundation, the Constitutional Rights Foundation Chicago, and Street Law, Inc. will conduct two national trainings for School Resource Officers (SROs) and Community Police Officers (CPOs) in 2003-2004. The initiative is part of a larger initiative within Youth for Justice to coordinate programs offered by grantees for at-risk youth and those who serve them.

Designed jointly by Street Law and CRF, the trainings will highlight materials and activities developed by both organizations for youth and police. Trainers from both CRF and Street Law will participate in each two-day training, with Street Law leading one training in Washington, DC, and CRF leading the other in Los Angeles.

Applicants will choose which event is best for them. Participating officers also can receive a $500 reimbursement based on successful implementation of training activities after they return to their home communities.

Registration for each workshop is $100 and space is limited. For more information or to receive an application by mail, contact Nisan Chavkin at CRFC (312-663-9057 x206), Keri Doggett at CRF (213-316-2155), or Lena Morreale Scott at Street Law (202-293-0088 x245). Applications are also available online at the CRFC, CRF, and Street Law websites.

Youth for Justice

Youth for Justice (YFJ) is the national coordinated law-related education program supported by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) of the United States Department of Justice and is a collaboration of the American Bar Association, the Center for Civic Education, the Constitutional Rights Foundation, the Phi Alpha Delta law fraternity, and Street Law, Inc. YFJ provides national leadership for sustainable, high quality LRE programs for at-risk youth and their communities. It provides program models, materials, training and technical assistance to educators, students, and parents in schools and community and juvenile justice settings through its national network of State LRE Centers.

Youth for Justice National Teach-In on April 14

This school year the Constitutional Rights Foundation Chicago and the Constitutional Rights Foundation in Los Angeles will sponsor a national Youth for Justice Teach-In for at least 100 classes of high school students.

The teach-in will be conducted as part of National Youth Service Day, which will be held April 14-16, 2004. Sponsored by Youth Service America and supported by the White House Office of U.S. Freedom Corps, National Youth Service Day is the largest service event in the world. For the past 14 years, it has helped millions of young Americans identify and address the needs of their communities through volunteer activities. The Office of Juvenile Justice and Delinquency Prevention (OJJDP) of the U.S. Department of Justice is a national supporter.

In coordinating the teach-in, CRF and CRFC will post on-line curricular units devoted to security, justice, and liberty. Participating classes will agree to: teach an issue using these lessons to at least one class of peers and/or young students; write about their experiences to their Representatives and Senators in Congress; and file a written report to CRF. Classes may register through their State LRE Center or directly online at www.crfc.org/yfjteach-in2004.html in Fall 2003.

CRF will award a mini-grant of $250 to the first 100 classes nationwide that file a report on their teach-in, with an award to at least one class in every participating state. Contact Nisan Chavkin at CRFC (312-663-9057 x206, or chavkin@crfc.org) for details.

YFJ Professional Development Institute

In January, CRFC and CRF-LA conducted a YFJ professional development institute for eight multi-grade teams of LRE teachers that focused on the role of the citizen in our representative democracy. The "vertical articulation" of LRE methods and strategies at multiple grades within a school district provides a number of opportunities for students to learn about civics and the law. Essential civic content is also a key component of LRE lessons that are effective in preventing delinquency and enhancing academic knowledge and skills.

Participants included teachers from Lawndale, CA; Denver, CO; Orofino, ID; Elgin, IL; Ann Arbor, MI; Durham, NC; Burneyville, OK; and Wexford, PA. Upon returning to their districts, teachers implemented a variety of multi-grade activities, including mock trials, peer instruction, and student-designed simulations. Another multi-grade YFJ institute is scheduled for February 12-14, 2004 in Santa Monica. For an application, contact Nisan Chavkin at (312) 663-9057 x206.

Educating for Democracy to Expand in Chicago During 2003-2004

CRFC has concluded a successful year with Educating for Democracy, CRFC's professional development designed to improve the quality, content, and process of teaching and learning for the critical elementary years.

On March 14, CRFC held a professional development Institute seminar at Mayer, Brown Rowe & Maw LLP for Chicago area elementary teachers to learn about CRFC's VOICE (Violence Prevention Outcomes in Civic Education) and Primary VOICE programs. CRFC also conducted a three-day institute for VOICE and Primary VOICE teachers August 4-6 at Jenner & Block, LLC, and Sonnenshein Nath & Rosenthal, LLP, attended by teachers from across the country as well as from Chicago. In 2003-2004, CRFC will continue to provide one-day professional development seminars for teachers.

This fall, CRFC also will enhance Educating for Democracy by promoting the participation of attorney volunteers in 2nd – 8th grade classrooms at 20 Chicago Public Schools. Ongoing interactions with attorneys and other legal resource people is a vital component of effective law-related education. CRFC hopes that these developing partnerships will prove as successful as the longstanding collaboration between Jenner & Block and Hawthorne (see below).

Teams of attorneys from a variety of Chicago firms met on August 1 where they received the *VOICE* and *Primary VOICE* curricula (see p. 10) and learned techniques for educating students about the law. In a kickoff scheduled for October 29 (the Chicago Board of Education's "Principal for a Day" program) these teams will visit a partner school and implement lessons in several classrooms. During the 2003-04 academic year, the attorneys will return to that same school to continue the learning partnerships.

Educating for Democracy in CPS is supported in part by Peoples Energy, the Luther I. Replogle Foundation, Walgreen Co., and an anonymous donor. Support for Primary VOICE in Chicago is provided in part by the Polk Bros. Foundation. For details, contact Jessica Chethik at (312) 663-9057.

Jenner & Block and Hawthorne Scholastic Academy: A Successful Collaboration

Since 1990, a team of volunteer attorneys from Jenner & Block LLC has made regular visits to Hawthorne Scholastic Academy on Chicago's north side to work with 8th grade students. Led by CRFC Board Member Bob Markowski, these attorneys visit both of Hawthorne's eighth grade classes five times each year in order to help students understand the U.S. legal system and its applications. The volunteer attorneys are able to teach students important concepts of the law while they lead them in activities and discussions that use critical thinking and problem solving skills.

Since their partnership with Hawthorne began, the Jenner & Block attorneys and teachers involved have worked to keep the issues taught in the classroom current. In the aftermath of 9/11, for example, the attorneys taught a lesson on the 4th amendment concerning the propriety of warrantless searches using a hypothetical case involving suspected terrorists. The attorneys also developed a lesson involving a school's right to drug test its athletes.

Another important component of the lawyer in the classroom model is the opportunity it provides for students to form positive relationships with adults other than their teacher. "I find the mentoring aspect of the program to be its most appealing aspect," said team member Sherry Messner. "While you are 'educating' the students, you are in a unique position to help them see the possibilities for their future. Often times, children do not pursue goals because they cannot visualize the possibility of attaining them."

The partnership has also been a positive experience for the attorneys. "I enjoy visiting Hawthorne because I always learn something new," said team member Ed Malone. "There was a remarkable diversity of views in the classroom, and there were always kids who looked at issues from perspectives I had never considered."

For more information about Lawyers in the Classroom, contact Jessica Chethik at (312) 663-9057 x205, or chethik@crfc.org.

2002-03 ATTORNEY VOLUNTEERS

Baxter Healthcare: Christine Berry, Charles Chen, Irene Jacimkus, Marla Persky, Amy Rockwell, & Tom Sabatino.
Cook County State's Attorney's Office: Robert Ruiz.
Exelon: Jennifer Aspen.
Holland & Knight: Mark Burkland, Maureen Crowley, Matthew Farmer, Victor Filippini, & David Kohn.
Hyatt: Martha Sabol.
Jenner & Block: Chad Brooker, Steve Fahey, Tim Leiman, Bob Markowski, Sherry Messner, Brian Morris, Jennifer Salvatore, Brad Schechter, Jeffrey Silver, & Dave Walters.
McDonalds: Brad Block, Pauline Levy, Hal Merck, & Heather Smedstad.
Piper Rudnick: Myla Barefield, Carey Bohjanen King, Amy Hurley, Sonya Naar, Alexandra Rose, & Megan Webster.
Unaffiliated: Herbert Caplan & Bob Atkins.

2002-03 PARTICIPATING SCHOOLS

Barry Elementary, Bell Elementary, Castellanos Elementary, Central School (Lake Bluff), Chicago Lab School, Donoghue School, Gladstone Elementary, Hawthorne Scholastic Academy, Haugan Elementary, Henricks Academy, Lewis Elementary, Peterson High School (Deerfield), Pickard Elementary, and Timber Ridge Magnet (Evanston).

Barry Elementary Students Take Action: Project Citizen in Illinois

Students at Barry Elementary present their Project Citizen policy recommendations to judges at a Regional Hearing at the Dirksen Federal Center. Their project went on to receive high praise at the National Project Citizen Portfolio Showcase in San Francisco.

For the second year in a row, Marlene Stanley's fifth grade class at Barry Elementary in Chicago took first place at the Illinois Project Citizen Portfolio Competition. The seed for this year's winning project, "Indoor Recess at Barry School," was planted when the fifth graders noticed increased noise and behavior problems on days when inclement weather led to indoor recess. Using the steps of Project Citizen, these students decided to take action.

Project Citizen is a hands-on, service-learning program for students in grades 5-8. Coordinated in Illinois by CRFC and directed nationally by the Center for Civic Education, Project Citizen helps teachers and students identify a community problem, generate alternative solutions, create a public policy to address the problem, and implement an action plan in order to effect change.

In 2002-2003, classes at Barry, Hawthorne, and St. Hyacinth Schools in Chicago, Otter Creek School in Elgin, Prairieview School in Bartlett, and Edgewood Middle School in Highland Park took part in Project Citizen. Three regional Project Citizen Hearings were held in May, enabling students to present their findings and projects to local lawmakers and policy experts.

On June 6, seven Illinois classes competed in the 2003 Illinois Project Citizen Portfolio Competition hosted by Governor Blagojevich's Office and cosponsored by the Illinois State Bar Association. Student-created portfolios chronicling the steps and future plans of their service projects were on display June 2-5 in the lobby of the Thompson Center in Chicago where the judging took place.

Adrienne Jones, Chief of Legislative Affairs for the Illinois Department of Public Aid, served as a judge at this year's competition. "The students who participated in Illinois Project Citizen have shown us that they want to understand the process to make their communities and schools safer," said Jones. "We can truly appreciate the saying that when change comes about it is from 'the mouths of babes', because, truly 'a child shall lead them.'"

"It made me feel like I can change a policy even though I am a kid. Doing Project Citizen made me proud and happy of myself and what I did."

- Martina P., Barry Elementary

For the Barry fifth graders, once they noticed there was a problem with indoor recess at their school, they observed indoor recess activities in a variety of classrooms and surveyed teachers, students, recess monitors and the school's administration about the problem. Through their research, they discovered that inconsistent policies about proper indoor recess behavior were the source of this problem.

Implementing the steps of Project Citizen, the 5th graders developed a three-part school policy that they hope will create a better indoor recess experience at Barry. Their proposal calls for: convening a meeting in the fall with lunch monitors and teachers to clarify indoor recess policies; posting standard indoor recess rules in each classroom; and methods for obtaining money to purchase indoor recess games for each classroom. Since creating the policy, their proposal has gained support from the school's administration; money for classroom games is expected for next year; and the meeting that the students recommended is scheduled for the fall.

Barry principal Alice Vila supports her students' involvement in this project. "Many of the students at our school are recent immigrants to the U.S. and have not had the opportunity to feel connected to the legal system," said Vila. "Project Citizen helps students to understand, become involved, and develop a sense of commitment toward our government and laws."

Beyond effecting positive change, students involved in the Project Citizen learn and practice a variety of important skills. "In Project Citizen I learned to work with other people in a group," said Barry fifth grader Diana L. "I learned how to interview a person and how to tally and make surveys. I also learned how government works. And I had *fun* while doing this!"

Project Citizen is open to all Illinois classes in grades 5-8. Information is available on-line at http://www.crfc.org/projectcitizen.html. To learn more about participating in 2003-2004, contact Jessica Chethik at (312) 663-9057 or chethik@crfc.org.

Students at Prairieview Elementary School present their Project Citizen policy recommendations to judges at a Regional Hearing in Bartlett, Illinois.

Lesson: What Should Happen if Someone Breaks the Rules?

Objective

Students will develop consequences for breaking the classroom rules.

Resources

Student Handout: Evaluating Rules

Procedures

1 Write the question "What Should Happen if Someone Breaks the Rules?" on the chalkboard. Have students brainstorm possible consequences of breaking a familiar school rule. Discuss and evaluate those consequences. Does the punishment fit the crime? Will it remind others not to break the rule? Will it protect others? Will it help a student not break the rule again? You may wish to compare the student-designed consequences with any existing school consequences. This should lead students to consider consequences for repeated offenses—first offense, second offense, third offense.

You may have to remind students that when some rules are broken, the school may be bound by school district, city, or state policy and law. For example, the principal may be required to contact the police if a student possesses a weapon.

2 Select "Rules Committees" to begin to decide what should happen if the class rules are broken. Create a committee for each rule to suggest consequences for breaking the rule. (For example, five rules = five committees.)

Groups should be numbered. Ask the students to select a chairperson for their group as well as a recorder, reporter, and checker/material manager to see that work is completed and to help assess group work.

3 Everyone in the group is responsible for making sure each person's ideas are heard and understood. Review the characteristics of a good class and suggest that a good committee has those same characteristics. Everyone is responsible for making the committee work.

4 Have the committees make recommendations and, if appropriate, vote on selected consequences. Otherwise, save consequences for further review.

5 Arrange to have the characteristics of a good classroom, the classroom rules, and the consequences (if appropriate) prominently displayed in the classroom. The characteristics of a good class should remain posted throughout the school year. Feel free to modify, delete, and add to the classroom rules and consequences as necessary using the democratic process.

6 Review objectives and progress toward having a "good classroom." This may be a good time to have the students discuss their self-assessments so that strengths can be noted and weaknesses corrected during the course of the unit.

Student Handout: Evaluating Rules

1 Are the rules

- ☐ fair?
- ☐ easy to understand?
- ☐ well designed to achieve their purposes?
- ☐ clear as to what is expected?
- ☐ possible to follow?
- ☐ in conflict with other rules?
- ☐ in conflict with other important values?
- ☐ easy to enforce?

2 Should the rules be

- ☐ kept as is?
- ☐ eliminated?
- ☐ changed?
- ☐ why?

Adapted from: *VOICE*, © 1997, 2003, Constitutional Rights Foundation Chicago.

Civil Conversation: Preamble to the Constitution of the United States

Our pluralistic democracy is based on a set of general principles that are often interpreted quite differently in specific situations by individuals. When these principles are applied in public life, discussions often lead to polarization and not understanding. This activity offers an alternative model for conversation. Under the guidance of a teacher or facilitator, participants are encouraged to engage intellectually with the Preamble to the U.S. Constitution, gain insight into their own point of view, and strive for a shared understanding with other participants.

Objectives

Gain a deeper understanding of a controversial issue; identify common ground among differing views; and develop speaking, listening, and analytical skills.

Featured Text

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Pre-Reading Guide

Read through the entire selection without stopping to think about any particular section. Pay attention to your first impression as to what the reading is about. Look for the main points, and then go back and re-read it. Working with a partner, briefly answer the following questions.

1 The Preamble is about _____

2 The main points are _____

3 In the Preamble, I agree with _____

4 I disagree with _____

5 What are two questions about the Preamble that you think need to be discussed? (The best questions are ones that have no simple answers, ounces that can use materials in the text as evidence.) _____

_____

Civil Conversation

As a group, conduct a civil conversation on the Preamble using the following rules:

(1) Read the text as if it were written by someone you really respected.

(2) Everyone in the conversation group should participate in the conversation.

(3) Listen carefully to what others are saying.

(4) Ask clarifying questions if you do not understand a point raised.

(5) Be respectful of what others are saying.

(6) Refer to the text to support your ideas.

(7) Focus on ideas, not personalities.

Post-Reading Questions for Discussion or Written Reflection

What did you learn from the civil conversation?

What common ground did you find with other members of the group?

Adapted from: *The Challenge of Information*, ©1998, Constitutional Rights Foundation.

Law Study Group to Lead *Equal Justice Under Law*

For the past two years, Chicago and suburban LRE teachers have been engaged in a study circle model of professional development: CRFC's Law Concentration Study Group. Seeking to refine their skills in teaching the law by incorporating best practices in LRE, these teachers met in seminars and in co-teaching experiences focused on significant law cases and teaching methodologies.

Through the program, they tackled school policies on drug testing and affirmative action, developed new curriculum, and co-taught in each other's law classes, strengthening cross-school collaboration. Finding the collaboration rewarding both for themselves and their students, the teachers have chosen to coordinate new efforts to enrich their legal education programs. On October 24, they will come together again at the 2003 Illinois LRE Conference to share what they have learned with other teachers.

This fall, the teachers will pilot CRFC's new moot court program, "**Equal Justice Under Law**," a cooperative learning experience focusing on a landmark decision of the U.S. Supreme Court. The case, along with supportive materials developed by CRFC, will be used to teach about the role, procedures, and importance of the Court.

The program will culminate in a student conference on the case on December 12 at the Dirksen Federal Building. Legal experts, lawyers, judges, and others will assist the students in workshops devoted to the legal, political, and social issues in the case, as well as to court procedures. Students will then will assume the roles of Supreme Court justices as they deliberate and reach a decision on the case.

For details, contact Carolyn Pereira at (312) 663-9057 or pereira@crfc.org.

Democracy Education Exchange Program

Elgin High School teacher Leigh Bailey demonstrates an interactive lesson on citizenship in a democracy with high school students in Hradec Kralove, Czech Republic.

This spring, Chicago-area teachers visited the Czech Republic, Estonia, and Uzbekistan as part of the Democracy Education Exchange Program (DEEP) which began in January 2002. In March, Mia Henry (Amundson High School) and Samantha Stolberg (Lakeview High School) visited Estonia where they worked with educators to integrate the discussion of controversial issues and service learning.

Amundson High School teacher Mia Henry with an Estonian student in Tartu, Estonia.

In April, Cindy Wendt (Sheridan Elementary) and Jack Giles (Northside College Prep) traveled with CPS Service Learning director Jon Schmidt to Uzbekistan, where they met with educators to help develop service-learning and socially active schools and communities. In May, Leigh Bailey (Elgin High School) and Andy Hirshman (Mundelein High School) visited the Czech Republic, where they co-taught interactive lessons and helped educators to design professional development workshops.

The teachers have made valuable connections and exchanges with their civic

Students in Tashkent, Uzbekistan take the 2003 Illinois Youth Summit survey during a DEEP visit.

education colleagues to the benefit of students here and there. The Chicago-area teachers have developed new lessons to use in their classrooms, initiated cross-cultural exchange projects and led professional development workshops for their colleagues.

For more information about DEEP, visit www.crfc.org/deep.html or contact Carolyn Pereira at (312) 663-9057 x204, or pereira@crfc.org.

CRF Service-Learning Funds Available

Each year, thanks to a generous grant from The Maurice R. Robinson Fund, the Constitutional Rights Foundation (LA) awards mini-grants for K-12 service-learning projects. The fund honors the late Maurice R. ("Robbie") Robinson, founder of Scholastic, Inc., champion of innovative education, and longtime supporter of effective citizenship education.

Each of the service-learning citizenship projects addresses a larger social need, such as poverty, hunger, environment, mentoring children and youth, crime and safety issues, and aging.

Through the projects, students will develop problem-solving and citizenship skills that will their communities and themselves as citizens of a democratic society.

Applications and project guidelines are available at http://www.crf-usa.org/network/robinap200.html or by calling CRF at (213) 487-5590. **Applications must be postmarked no later than October 17.**

(Youth Summit continued from page 1)

traveled to neighboring Aptakisic Jr. High School where they taught 7th and 8th graders about the Total Information Awareness project. Jasmin W., a delegate from Chicago's Whitney Young Magnet High School said, "hearing all the ideas of others really makes you think, and then you want to read the newspapers - you want to look at the news. Because you're armed with this information, you want to go out and tell people at school, people at church, people at home."

"The Youth Summit gives [my students] the opportunity to meet students from a wide variety of backgrounds, discuss issues of importance with people their age, talk one-on-one with state and federal policymakers, and become more aware of the wider world," said Randy Fritz, a teacher at Williamsfield High School.

But the learning doesn't stop at the Summit. After the Summit, students from two schools also conducted outreach visits to other schools to share their experiences. Participants from Steinmetz High School in Chicago visited St. Benedict's School, while participants from Farragut High School visited fellow CPS students at the Best Practices Charter School to talk about the Summit issues. Participants at suburban Streamwood High School educated students at their own school through a "Teach-In" on the Summit issues.

On May 14, five Summit participants gathered again at the Dirksen Federal Building in Chicago to hold an international teleconference with their peers in the Czech Republic and Estonia. The teleconference was inspired by CRFC's work with schools in Illinois, the Czech Republic and Estonia through the Democracy Education Exchange Program.

Hosted by the U.S. Embassies in Prague and Tallinn, the Czech and Estonian students talked with the Summit representatives about terrorism, its causes, and how a democratic government might prevent and respond to it. Students on both ends of the teleconference expressed great enthusiasm for holding future teleconferences on issues of mutual concern, such as education, the environment, tolerance and war. CRFC plans to involve international students in the selection of Summit topics in 2004. Both the U.S. District Court and the U.S. Embassies in Prague and Tallinn are interested in hosting future teleconferences.

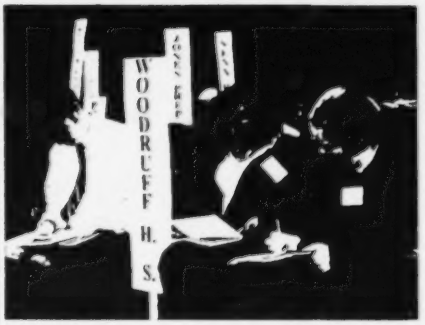
"When teenage students from three diverse nations openly discuss issues of democracy and terrorism by teleconference, the goal of global understanding seems more reachable," said CRFC Board member Bernie Judge, moderator for the teleconferences.

The post-summit exchanges and international teleconference serve as examples of the kind of student-to-student leadership inspired by the Illinois Youth Summit as students use the skills they learned to assume roles of responsible citizens in their local and global communities.

Student Sidra Parveen of Senn High School works on a service-learning project for the Illinois Youth Summit. The Senn students made public service announcements on the Summit issues to share what they learned with others.

Details about the Summit can be found at www.crfc.org/summit2003.html. Funding for the 2003 Illinois Youth Summit was provided in part by the Illinois Violence Prevention Authority and the McCormick Tribune Foundation. Additional support was provided by CRF-LA, the Illinois State Bar Association, Sidley Austin Brown & Wood, & the U.S. District Court for the Northern District of Illinois. The views and statements expressed here do not necessarily reflect those of the Illinois Violence Prevention Authority, the McCormick Tribune Foundation, or any other supporters of the 2003 Illinois Youth Summit.

2004 Youth Summit



Student delegates at the 2003 Illinois Youth Summit during a mock Town Hall meeting.

IMPORTANT SUMMIT DATES:

2004 Illinois Youth Summit: April 30, 2004
Registration Deadline: November 24, 2003
Cost: $75 per school
Student Advisory Committee (SAC) Meetings:
Thursday, December 4, 2003
Thursday, February 5, 2004
Thursday, March 25, 2004
One-day Teacher Workshop: February 5, 2004

CRFC Thanks its 2003 Illinois Youth Summit Volunteers

Nancy Bothne, *Amnesty International*
Travis Carlisle, *Federal Bureau of Investigation*
Douglas Cassel, *Northwestern University*
Jeffrey Colman, *Jenner & Block*
Richard Durbin, *U.S. Senate (Washington, DC)*
Lara Flint, *Center for Democracy and Technology (Washington, DC)*
J. Robert Flores, *OJJDP, U.S. Department of Justice (Washington, DC)*
Benjamin Ghess, *Neal, Murdock & Leroy L.L.C.*
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Joe P. Mayo, *CRFC Board of Directors*
Steven Mills, *Chicago Tribune*
Gordon Nash, *Gardner, Carton & Douglas*
Victoria Peters, *U.S. Attorney's Office, Northern District of Illinois*
Barry Sabin, *U.S. Department of Justice (Washington, DC)*
Michael Scardaville, *Heritage Foundation (Washington, DC)*
Janice Schakowsky, *U.S. House of Representatives (Washington, DC)*
Mubarek Tashpulatova, *Tashkent Center for Public Education (Tashkent, Uzbekistan)*
William Von Hoene, *Exelon Business Corp.*
Ed Yohnka, *American Civil Liberties Union of Illinois*

CRFC Begins Chicago Civic Innovation Project

CRFC is teaming up with Chicago Public Schools Service-learning Initiative, the Illinois Center for Violence Prevention, and the Mikva Challenge on a collaborative project funded by the W. K. Kellogg Foundation. The *Chicago Civic Innovation Project* will provide Chicago students ages 12-19 with experience in leadership and philanthropy while helping other students design and implement programs to be funded by the Youth Board.

The project will encourage youth in schools and communities to identify important social issues that impact young people, develop strategies to address those issues, and, through action research, develop a broad advocacy agenda that enables more young people to become agents of change.

This summer, students ages 12-19 from Chicago Public Schools and community organizations in the city will be selected to serve on the project's Youth Board consisting of 20 youth and up to five adults. Throughout the year, the Youth Board will participate in workshops on youth philanthropy and will ultimately design and implement a Civic Innovation Fund that will fund up to 20 worthy youth projects. The Consortium will provide training and leadership and will meet regularly to provide counsel to the Youth Board. For more information, contact Nisan Chavkin at (312) 663-9057 x206, or chavkin@crfc.org.

Chicago History Project Underway

This July, CRFC co-led a three-week summer institute for middle and high school teachers from the Chicago Public Schools as part of the **Chicago History Project** (CHP). Funded by a prestigious "Teaching American History" grant from the U.S. Department of Education, the project is led by CPS and includes CRFC, the Newberry Library, the Chicago Historical Society, the Chicago Metro History Education Center, the Gilder Lehrman Institute of American History, and the University of Illinois at Chicago.

Through CHP, 27 American History and social studies teachers working in grades 7-12 will participate in a year-long series of professional development programs with a focus on history content. The project formally began with a two-day symposium in May. The institute forms the major component of professional development for the teachers, addressing the political, social, cultural and economic themes from initial encounters between American Indians and Europeans to the present. CRFC sessions focused on the formation of the Constitution, the Reconstruction Amendments, and civil liberties during World War II. Additional seminars will be held during the 2003-2004 school year. Participants will continue to work in four-member teams this year to provide collegial support and draw on the expertise and programming of the partner organizations. For more information, contact Nisan Chavkin at (312) 663-9057 or chavkin@crfc.org, or visit www.newberry.org/chicagohistoryproject.

New VOICE & Primary VOICE Publications

CRFC has just issued new editions of *Violence-prevention Outcomes in Civic Education (VOICE)* and *Primary VOICE: Literature and the Law* for primary and elementary teachers. The new editions feature laminated covers and spiral binding for easy classroom use.

VOICE combines law education, peer mediation and service learning to educate 4th grade through middle school students about our democratic government and offers ways to resolve conflicts non-violently. *Primary VOICE* - an outgrowth of CRFC's successful *VOICE* program - is designed to enhance reading comprehension and citizen competencies of 1st to 3rd grade students using children's literature and LRE methods.

Copies of the curriculum can be purchased separately for $20 each or as a set for $35, plus shipping & handling. To order, call CRFC at (312) 663-9057 or download an order form online at http://www.crfc.org/pubs.html. Reserve your copy today!

Illinois Center for Violence Prevention 2003 Conference

On **October 29**, the Illinois Center for Violence Prevention will hold its annual conference at the Holiday Inn Select in Naperville, Illinois.

Featuring a variety of workshops on teen dating violence, the conference is an opportunity for public health and safety, youth services and other social service professionals to learn effective violence prevention techniques, discuss critical violence prevention issues, choose effective curricula and peer mentoring programs, and network with others. For more information, call (312) 986-9200 or visit www.icvp.org.

12

2003 State Conference: Democracy & Dissent

Friday, October 24, 2003 7:30—3:30 p.m.
Hamburger University, Oak Brook

On October 24, CRFC will hold its annual Illinois Law-Related Education Conference devoted to current law-related education issues, methods, and resources. The conference will be of special interest to elementary and high school teachers of American Government, American Problems, Law, Social Studies, U.S. History, and World History.

Past and current Teachers of the Year at the 2002 conference. (L to R) Back: Jackie Brewer, Pat Feichter, Steve Klein, Dan May, & Jim Riddiford. Front: Kathy Bell, Marlene Stanley, Chuck Thomason, Sandi Brady, & Linda Franklin.

CREDIT: Participants can receive 6 contact hours toward Continuing Professional Development Units (CPDU's).

PREVIEW OF WORKSHOPS (Participants may attend up to four workshops):

- Equal Rights for All: Implications of *Lawrence v. Texas*
- Citizens & Aliens
- My So-Called Rights: The Rights of Students
- Disproportionate Minority Confinement
- Legal Atrocities
- Affirmative Action and College Admissions Policies
- Landmark Supreme Court Cases
- Students and the Internet
- *Pig Bros. v. A. Wolf*: A Mock Trial
- The Pledge of Allegiance

FACILITIES: The conference will be held at Hamburger University, the training facility for McDonald's managers and owners worldwide. Set on a wooded 80-acre campus in west suburban Oak Brook, the University overlooks one of two lakes on campus. Overnight accommodations are available through The Lodge at Hamburger University. For details, call 1-800-233-1234.

COST: Registration for the conference is $75.00 payable to the Constitutional Rights Foundation Chicago. Fee *must* accompany registration and is non-refundable.

For more information about the conference, visit www.crfc.org/conf03/html.

Sponsors of the conference include the American Bar Association, Division of Public Education, Center for Civic Education, Constitutional Rights Foundation (Los Angeles) , Kapnick Family Fund of the Community Foundation of Collier County, Luther I. Replogle Foundation, McGraw-Hill, McDonald's Corporation, Peoples Energy, Polk Bros. Foundation, Street Law Inc., U.S. Department of Education, Walgreen Co., and Youth for Justice, OJJDP.

Teacher of the Year Nominations

Nominations are now being accepted for the 2003 Barbara O'Donnell and Edward J. Lewis II Illinois Teacher of the Year awards. CRFC will announce recipients of the awards at the 2003 Illinois Law-Related Education Conference on October 24, 2003.

The **O'Donnell Award** for high school teachers is named for the late Barbara J. O'Donnell, a superb teacher and former director of the Center for Law and Justice at Chicago's Lincoln Park High School.

The **Lewis Award** is given to an elementary teacher in memory of Edward J. Lewis II, an outstanding teacher and partner at the law firm of Jenner & Block who chaired CRFC's Lawyer Advisory Board.

TO NOMINATE A TEACHER: Send two letters of support from an educator, student and/or parent to CRFC. Selected by a CRFC Board committee, winners receive a plaque and financial award to support their classroom law-related activities. **The deadline for nomination is October 1, 2003.** Recipients should share the qualities of both Mrs. O'Donnell and Mr. Lewis: competence, commitment, concern, critical thinking, and leadership. For more information, contact Jessica Chethik at (312) 663-9057 x205 or chethik@crfc.org, or visit www.crfc.org/scteacher.html.

2003 Illinois Law-Related Education Conference Registration Form

Name _____ School/Org. _____

Address _____ City _____ State _____ Zip _____

Phone _____ Fax _____ Email _____

Home Address _____ City _____ State _____ Zip _____

Phone _____ Other _____

If educator: Grade(s) Taught: _____ Course(s) Taught _____

Registration fee of $75.00 must accompany this form. *All forms must be received by October 2.* Make checks payable to Constitutional Rights Foundation Chicago and mail to: Constitutional Rights Foundation Chicago, 407 South Dearborn Street, Suite 1700, Chicago, IL, 60605-1119. **Please note that if you register for the conference and are unable to attend, your registration fee cannot be refunded.**

Constitutional Rights Foundation Chicago

407 South Dearborn Street, Suite 1700
Chicago, Illinois 60605-1119

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CRFC Calendar

September 11-13	Youth for Justice Annual Network Meeting *Washington, DC*	October 29	Principal for a Day *Chicago Public Schools, Chicago*
September 17	CRFC Annual Bill of Rights in Action Benefit *Union League Club of Chicago*	October 29	Illinois Center for Violence Prevention Annual Conference *Naperville, Illinois*
September 20-22	First Annual Conference on Civic Education *Washington, DC*	October 30-31	New York State LRE Conference *Bolton Landing, New York*
September 23	National Youth Court Training *Nashville, TN*	November 7	VOICE/Primary VOICE Project Citizen Training *Chicago*
September 24-29	Democracy Education Exchange Program *Prague, Czech Republic*	November 13-16	National Council for the Social Studies (NCSS) 2003 Annual Conference *Chicago*
October 18 - 20	Project Citizen Coordinators Meeting *Washington, DC*	December 4	Illinois Youth Summit Student Advisory Committee (SAC) Meeting *Chicago*
October 21	CRFC Board of Directors Meeting *Holland & Knight*	December 10-11	Youth for Justice Coordinating Meeting *Chicago*
October 24	CRFC Illinois Statewide LRE Conference *Oak Brook, IL*	December 12	Equal Justice Under Law Conference *Dirksen Federal Building, Chicago*
October 25	Youth for Justice Cross-State LRE Meeting *Oak Brook, IL*	December 16	CRFC Board of Directors Meeting *Chicago Bar Association*

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